Concerned about Health?

ASK THE EXPERT

Miranda Olson: Good afternoon. Welcome to Ask the Expert. I'm Miranda Olson. My guest today is Dr. Mel Brand, and we're going to devote today's entire program to your questions about health. So let's get right to it...

Miranda Olson: OK. Next question?

Sally Matthews: Hi, Dr. Brand. I'm Sally Matthews from San Diego, California. We hear a lot of negative stuff about fast food, but my husband and kids love hamburgers and fries and sodas. How bad is it?

Dr. Mel Brand: Sally, it's OK in moderation—but I wouldn't make a habit of it. Most fast food is full of salt, sugar, cholesterol, and lots of calories. An occasional trip to a fast food place won't hurt you, especially if you order healthy salads or sandwiches. But I wouldn't make it more than once or twice a week.

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**Focus on Grammar** introduces grammar structures in the context of unified themes. All units follow a **four-step approach**, taking learners from grammar in context to communicative practice.

**STEP 1 GRAMMAR IN CONTEXT**

This section presents the target structure(s) in a natural context. As students read the **high-interest texts**, they encounter the form, meaning, and use of the grammar. **Before You Read** activities create interest and elicit students' knowledge about the topic. **After You Read** activities build students' reading vocabulary and comprehension.

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**Count and Non-Count Nouns**

**HEALTH**

**STEP 1 GRAMMAR IN CONTEXT**

**Before You Read**

PAIRS: Discuss the questions.
1. What are the most important health issues today?
2. How important is exercise for health? Do you exercise a lot, a little, or not at all?

**Read**

Read the transcript of part of a TV program about health.

**Vocabulary exercises** improve students' command of English. Vocabulary is **recycled** throughout the unit.

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**NEW!**

**Reading comprehension tasks** focus on the meaning of the text and draw students' attention to the target structure.
A gerund is a noun made from a verb. To form a gerund, add -ing to the base form of the verb. Gerunds and gerund phrases perform the same functions as nouns:

1. They act as subjects.
2. They act as objects.
3. They act as complements (phrases that describe or explain the subject or object of a sentence).

Add not before a gerund to make a negative statement.

- Cooking is my hobby. I like eating too.
- Talking with friends is enjoyable.
- I love getting together with friends.
- Our favorite activity is playing cards.
- She has trouble making friends.
- Not calling her was a big mistake.

Many verbs and verb phrases in English have gerunds as objects. Common examples are avoid, consider, enjoy, keep, mind.

- I enjoy meeting new people.
- You should avoid working late.
- We go skiing every weekend in the winter.

Gerunds act as objects of prepositions. Many preposition combinations are followed by gerunds:

- verb + preposition
- adjective + preposition

Be careful! The word to can be a preposition or part of an infinitive.

- I made friends by joining a club.
- They insisted on giving us a present.
- She's good at making friends.
- He will adjust to working hard.
- He tries to work hard. (He is part of the infinitive.)

In writing and formal speaking, use a possessive noun or pronoun before a gerund to show possession.

- Pete’s dominating every conversation bothers me.
- His dominating every conversation bothers me.
- I don’t like Pete dominating every conversation.
- I don’t like him dominating every conversation.
Discover the Grammar activities develop students’ recognition and understanding of the target structure before they are asked to produce it.

An Editing exercise ends every Focused Practice section and teaches students to find and correct typical mistakes.

Controlled practice activities in this section lead students to master form, meaning, and use of the target grammar.

A variety of exercise types engage students and guide them from recognition and understanding to accurate production of the grammar structures.
This section provides practice with the structure in **listening** and **pronunciation** exercises as well as in communicative, open-ended **speaking** and **writing** activities that move students toward fluency.

**Listening activities** allow students to hear the grammar in natural contexts and to practice a range of listening skills.

**Pronunciation Notes** and exercises improve students’ spoken fluency and accuracy.

**Writing activities** encourage students to produce meaningful writing that integrates the grammar structure.

An **Editing Checklist** teaches students to correct their mistakes and revise their work.

**Speaking activities** help students synthesize the grammar through discussions, debates, games, and problem-solving tasks, developing their fluency.

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**EXERCISE 6: Listening**

A: Listen to the conversation between a husband and a wife. The conversation is about reintroducing wolves into what places?

B: Read the statements. Then listen again to the conversation. Circle the letter of the correct answer.

1. According to the husband, the newspaper is on the side of
   a. the ranchers and hunters
   b. the environmentalists
2. Whose point of view does he think is not considered?
   a. the ranchers' and hunters'
   b. the environmentalists'
3. The husband supports the point of view of
   a. the ranchers and hunters
   b. the environmentalists
4. The husband ______ a hunter.
   a. is b. is not
5. The husband thinks ______ dangerous creatures.
   a. wolves in general b. some wolves
6. The wife thinks the husband's idea about wolves killing people is ______
   a. a stereotype b. basically true
7. The wife supports the point of view of
   a. the ranchers and hunters
   b. the environmentalists
8. Before 1995, there were too many ______ in Yellowstone.
   a. elk b. wolves
9. According to the wife, some of the ______ have been killed off.
   a. old and sick b. young and strong
10. The wife thinks ______ are intelligent and helpful.
    a. some wolves b. wolves in general

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**EXERCISE 7: Pronunciation**

A: Read and listen to the Pronunciation Note.

**EXERCISE 8: Picture Discussion**

GROUPS: Form small groups and discuss the picture. Identify some of the items you see.

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**Editing Checklist**

Did you use ... ?
- passives to describe situations and report opinions
- passives with it
- passives with that clauses correctly
- passives with in phrases correctly

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**The Focus on Grammar Unit**
A. Circle the correct word or phrase to complete each sentence.

1. That must / may be the answer to the mystery. All evidence points to it.
2. Ellen might / will be here later, but I don’t know for sure.
3. A monk must / might have made the trip, but the evidence isn’t conclusive.
4. It couldn’t / shouldn’t have been Newfoundland, which is too far north.
5. We should / may find out what really happened later today. Louis says he knows.
6. You may not / couldn’t have trouble solving the problem—you’re good at math.
7. They had to / must have been home—I heard their music.
8. She might be / got to be the one who took it. No one else had access to it.
9. They had to be / must have been away last week. Their car was gone.
10. There must / might be a key around here somewhere. Dad said he had one.

B. In the blank after each sentence, write a modal or modal-like expression of certainty with a meaning similar to the underlined phrase.

1. It’s possible that Jeremy had to work late.
2. It’s very likely that Mari missed her flight.
3. It’s impossible that they heard the news.
4. It’s likely that we’ll know the answer soon.
5. You had the opportunity to get a scholarship.

C. Circle the letter of the one underlined word or phrase in each sentence that is not correct.

1. Might she have forgotten, or could she had to work?
2. I think Ed isn’t here because he should be sick.
3. Al can’t get here by 7:00, but he shouldn’t make it by 8:00.
4. I suppose they couldn’t be working late at the office, but Amy didn’t mention it, and neither did Mary.
5. I’m sorry; I could had called to say I’d be late, but I forgot.

An important way to strengthen your writing is to provide a topic sentence for each paragraph. A topic sentence is a general sentence that covers the paragraph’s content. All the supporting examples and details of the paragraph must fit logically under this sentence, which usually comes first.

Exercise: For me, a dog is a better pet than a cat. When I come home from work, for example, my dog comes to meet me at the door. He is always glad to see me. My cat, on the other hand, couldn’t care less whether I’m at home or not, as long as I keep filling her food dish. Another good thing about a dog is that you can teach him tricks. Cats, however, can’t be bothered to learn anything new. The best thing about a dog, though, is that he’s a great companion. I can take my dog on hikes and walks. He goes everywhere with me. As we all know, you can’t take a cat for a walk.

The topic sentence for this paragraph tells the reader what to expect in the paragraph: some reasons why the writer considers a dog a superior pet.

1. Each of the word groups is a fragment but is also a potential topic sentence. Make necessary additions to each.
   
   a. A city where exciting and mysterious things happen.
   
   b. Reasons why college isn’t for everybody.
   
   3. Wild animals not making good pets.
   
   4. Regular exercise and its benefits.

2. Look at the following paragraphs containing supporting details but no topic sentences. For each set of details, write an appropriate topic sentence.

   a. For one thing, there’s almost always a traffic jam. I get stuck in, and I’m often late to work.
   b. Also, there’s not always a parking place when I do get to work.
   c. Worst of all, I’m spending more money on gas and car maintenance than I would if I took public transportation.

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